

ELA - Grade 3 - Unit 1 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 1 CCSS: RL.3.1; RI.3.1; SL.3.3 WIDA: 2 - 5 Reading Speaking	Ask and answer questions about fiction and non-fiction that can be supported with evidence both written and orally, offering elaboration and detail.		<u>Ask and answer questions</u> about informational or fictional text using information from text <i>using a graphic organizer and/or word bank.</i>		VU: Fiction, non-fiction;
					LFC: Verbs and transitional phrases, formulate questions
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Ask and answer questions about informational text and fiction from grade level text in L1 and/or answer “who,” Yes/No or either/or questions about the text with single words, phrases, or chunks of language.	Ask and answer questions about informational text and fiction from grade level text in L1 and/or ask and answer “WH-” questions about the text using simple phrases and simple sentences with key content based vocabulary.	Ask and answer questions about informational text and fiction from adapted text using simple sentences with key content based vocabulary	Ask and answer questions about informational text and fiction from approaching grade level text using complete sentences with some content based vocabulary.	Ask and answer questions about informational text and fiction from grade level text using detailed sentences of varying lengths with content based vocabulary
Learning Supports	Word Wall Template Partner Work L1 support Pictures/Photographs Gestures Graphic Organizer Word Bank	Word Wall Template Partner Work L1 support Sentence Frames Pictures/Photographs Graphic Organizer Word Bank	Word Wall Template Partner Work	Partner Work	

Review Unit assessment for suggested texts, vocabulary and skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 2 CCSS: RL.3.2 WIDA: 2 Reading Speaking	Recount stories, including fables, folktales, and myths from diverse cultures and determine the central message, lesson, or moral.		<i>Retell</i> from a variety of genres and identify the theme <i>using a storyboard</i> .		VU: Retell, characters, beginning, middle, end, moral
					LFC: Past tense verbs; perfect aspect (present & Past)
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Retell the elements of grade level stories and fables and identify the central message or moral in L1 and/or repeat key words from stories and fables and match single words with illustrations that identify the central message or moral.	Retell the elements of grade level stories and fables and identify the central message or moral in L1 and/or using phrases and key content based vocabulary. support of pictures and sentence frames.	Retell the elements of adapted stories and fables and identify the central message or moral using simple sentences and general and key content based vocabulary.	Retell the elements of approaching grade level stories and fables and identify the central message or moral using complete sentences and some content based vocabulary.	Retell the elements of grade level stories and fables and identify the central message or moral using detailed sentences of varying length and content based vocabulary.
Learning Supports	Story Map Pictures/Photographs Template Sentence Frames L1 support	Story Map Pictures/Photographs Template Sentence Frames L1 support	Story Map Pictures/Photographs Template		

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 3 CCSS: RL.3.2 WIDA: 2 Reading Speaking	Explain how key details in the text convey central message, lesson, or moral.		<u>Explain</u> how details convey the main idea, lesson or moral <i>using a story map</i> .		VU: Theme, details, explain
					LFC: Verb forms; conjunctions
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Explain the moral or lesson of a grade level story in L1 and/or in an appropriately leveled text by identifying the theme of story by matching single words with pictures.	Explain the moral or lesson of a grade level story in L1 and/or in an appropriately leveled text by identifying the main idea in phrases with sentence frames.	Explain the moral or lesson of an adapted story by identifying the details in simple sentences with key content based vocabulary.	Explain how details convey the main idea, lesson or moral in an approaching grade level story in complete sentences with some content based vocabulary.	Explain how details convey the main idea, lesson or moral in a grade level story in detailed sentences of varying lengths with content based vocabulary.
Learning Supports	Story Map Partner Work Sentence Frames Pictures/Photographs L1 support	Story Map Partner Work Sentence Frames Pictures/Photographs L1 support	Story Map Partner Work	Story Map	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 4 CCSS: RL.3.7 WIDA: 2 Reading Speaking Listening	Explain how different aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., to create mood).		Explain how the illustrations reflect the mood in a story <i>using visuals</i> .		VU: Illustration, mood
					LFC: Subject-verb agreement
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Explain how the illustrations reflect the mood in a grade level story in L1 and/or identify single key words that reflect the mood of the illustrations in an appropriately leveled story read aloud.	Explain how the illustrations reflect the mood in a grade level story in L1 and/or an appropriately leveled story using phrases to match the pictures.	Explain how the illustrations reflect the mood in an adapted story using simple sentences and general and key content based vocabulary.	Explain how the illustrations reflect the mood in an approaching grade level story using complete sentences and some content based vocabulary.	Explain how the illustrations reflect the mood in a grade level story using detailed sentences of varying length and content based vocabulary.
Learning Supports	Word Wall Partner Work L1 support Adapted text Visuals	Word Wall Partner Work L1 support Sentence Frames Adapted text Visuals	Word Wall Adapted text Visuals		

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 5 CCSS: RI.3.2 WIDA: 2 Reading Speaking Listening	Identify the main idea of a text and recount key details.		Identify the main idea and supporting details of a text <i>using a graphic organizer.</i>		VU: Identify, main idea, details,
					LFC: Verb forms; declarative sentences, complex sentences, transitional phrases
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Identify the main idea and supporting details of a grade level text in L1 and/or an appropriately leveled text read aloud by viewing and pointing to illustrations and key words and/or answering choice questions.	Identify the main idea and supporting details of a grade level text in L1 and/or an appropriately leveled text read aloud in English by matching illustrations to key words and phrases.	Identify the main idea and supporting details of an adapted grade level text by answering orally in complete sentences with some content based vocabulary.	Identify the main idea and supporting details of an approaching grade level text by answering orally in complete sentences with some content based vocabulary.	Identify the main idea and supporting details of a grade level text by answering orally in detailed sentences of varying lengths with content based vocabulary.
Learning Supports	Graphic Organizer Word Wall Pictures/Photographs L1 support Gestures Choice Questions Illustrations/Diagrams/Drawings	Graphic Organizer Word Wall Pictures/Photographs L1 support Sentence Frames	Graphic Organizer Word Wall	Graphic Organizer	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 6 CCSS: RI.3.2 WIDA: 2 Reading Speaking	Provide an explanation of how key details support the main idea.		Explain the connection between the main idea and details <i>using a graphic organizer.</i>		VU: Explain, main idea, details
					LFC: Verb form; indicative verbs; declarative sentences;
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Explain how key details support the main idea in L1 and/or identify main idea and key details by drawing a picture that represents the meaning of the story and matching key words with the illustrations.	Explain how key details support the main idea in L1 and/or identify key phrases about the details that support the main idea using appropriately leveled text read aloud.	Explain how key details support the main idea using adapted texts in simple sentences with key content based vocabulary.	Explain how key details support the main idea using approaching grade level texts in complete sentences with some content based vocabulary.	Explain how key details support the main idea using grade level texts in detailed sentences of varying lengths with content based vocabulary.
Learning Supports	Graphic Organizer Triads or Small Groups Word Wall Model Pictures/Photographs L1 support Illustrations/Diagrams/Drawings	Graphic Organizer Triads or Small Groups Word Wall Model Pictures/Photographs L1 support	Graphic Organizer Triads or Small Groups Word Wall		

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 7 CCSS: RI.3.7 WIDA: 2 - 5 Reading Speaking Listening	Apply information gained from illustrations (e.g., maps, photographs) and the words in the text to understand informational text (e.g., where, when, why, and how key events occur).		<u>Answer comprehension questions</u> by applying information gained from illustrations and the text <i>using an outline and taking notes</i> .		VU: Illustrations, Diagrams, Drawings, photographs
					LFC: Subject verb agreement
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Answer comprehension questions in L1 by applying information gained from illustrations and/or in English using gestures and single key words from appropriately leveled text read aloud.	Answer comprehension questions in L1 by applying information gained from illustrations and/or in English using short phrases and key content based vocabulary from appropriately leveled text read aloud.	Answer comprehension questions by applying information gained from illustrations in adapted grade level text using simple sentences and key content based vocabulary.	Answer comprehension questions by applying information gained from illustrations in approaching grade level text using complete sentences and some content based vocabulary.	Answer comprehension questions by applying information gained from illustrations in grade level text using detailed sentences of varying length and content based vocabulary.
Learning Supports	Outlines (partially completed) Adapted Text L1 support Pictures/Photographs Gestures Choice Questions	Outlines Notes (partially completed) Adapted Text L1 support Pictures/Photographs	Outlines Notes (modeled) Adapted text		

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 8 CCSS: RF.3.3 a WIDA: 2 Reading Speaking	Identify and know the meaning of the most common grade-level prefixes and suffixes (e.g. un-, re-, dis-, -er, -ful, -ly)		<u>Identify and know meaning</u> of words containing affixes <i>using an affix word wall/bank.</i>		VU: prefix, suffix, un-, re-, dis-, -er, -ful, -ly
					LFC: Base Words; Prefixes; Suffixes
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Identify and know the meaning of previously taught vocabulary words with added affixes.	Identify and know the meaning of previously taught vocabulary words with added affixes to complete a sentence frame.	Identify and know the meaning of previously taught vocabulary words with added affixes and complete simple sentences from adapted texts.	Identify and know the meaning of previously taught vocabulary words with added affixes in approaching grade level texts.	Identify and know meaning of new words containing affixes in grade level texts.
Learning Supports	Word Wall Pictures/Photographs L1 support	Word Wall Pictures/Photographs Sentence Frames	Word Wall Adapted text		

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 9 CCSS: RF.3.3.d WIDA: 2 Reading Speaking	Read grade-appropriate irregularly spelled words.		<u>Read grade level irregularly spelled words</u> with fluency and accuracy <i>using a word wall/bank</i> .		VU: Irregularly words; specific to text
					LFC: Simple sentences
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read irregularly spelled common words with fluency and accuracy.	Read irregularly spelled common words in phrases with fluency and accuracy.	Read irregularly spelled common words with fluency and accuracy in adapted or appropriate level texts.	Read irregularly spelled words with fluency and accuracy in texts which are approaching grade level.	Read grade level irregularly spelled words with fluency and accuracy.
Learning Supports	Pictures/Photographs Word Wall L1 support	Pictures/Photographs Word Wall	Word Wall	Word Wall	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 10 CCSS: RF.3.4.a WIDA: 2 Reading Speaking	Read grade-level text with purpose and understanding.		Read grade-level text with purpose and comprehension using <i>a graphic organizer</i> .		VU: Purpose; specific to text
					LFC: Sentence structure
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read grade level texts and orally explain the purpose and demonstrate comprehension in L1 and/or read or listen to an appropriately leveled text and state or repeat the purpose and demonstrate comprehension in single words answers to choice questions.	Read grade level texts and orally explain the purpose and demonstrate comprehension in L1 and/or read appropriately leveled texts and explain the purpose and demonstrate comprehension in short phrases with sentence frames.	Read adapted grade level texts and orally explain the purpose and demonstrate comprehension using simple sentences key content based vocabulary.	Read grade level texts and orally explain the purpose and demonstrate comprehension using complete sentences and some content based vocabulary.	Read grade level texts and orally explain the purpose and demonstrate comprehension using detailed sentences of varying lengths and content based vocabulary.
Learning Supports	Adapted Text L1 support Choice Questions Graphic Organizer Outlines Word Wall	Adapted Text L1 support Sentence Frames Graphic Organizer Outlines Word Wall	Graphic Organizer Outlines Word Wall	Graphic Organizer Outlines	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 11 CCSS: RF.3.4.b WIDA: 2 Reading Speaking	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression		<u>Read prose and poetry</u> with fluency, accuracy and expression <i>with a partner</i> .		VU: Different poetry forms, haiku; specific to text
					LFC: Sentence structure and specific vocabulary, Rhyming words, Rhythm, syllabication
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read prose and poetry orally in L1 and/or single words from an appropriately leveled text with accuracy, fluency and expression.	Read prose and poetry orally in L1 and/or phrases from an appropriately leveled text with accuracy, fluency and expression.	Read prose and poetry orally with fluency, accuracy and expression in adapted or appropriately leveled texts.	Read prose and poetry orally with fluency and accuracy in grades 2-3 grade level text band.	Read grade level prose and poetry orally with fluency, accuracy and expression.
Learning Supports	Model Illustrations/Diagrams/Drawings Partner Work L1 support Manipulatives	Model Illustrations/Diagrams/Dra wings Partner Work L1 support Manipulatives	Model Partner Work Manipulatives	Partner Work	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 12 CCSS: RF.3.4.c WIDA: 2 Reading Speaking	Use context to confirm or self-correct word recognition and understanding, rereading as necessary		<u>Use context to confirm</u> and demonstrate oral reading skills by self-correcting when necessary <i>using a checklist</i> .		VU: Context clues, confirm, self-correct
					LFC: Sentences with context clues
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Use context to confirm the meaning of unknown words in a grade level text in L1 and/or unknown general words in a controlled text by listening to the teacher model how to use sentence level context clues, cognates and schemata.	Use context to confirm the meaning of unknown words in a grade level text in L1 and/or use selected phrases from an appropriately leveled text by using sentence level context clues, cognates and schemata.	Use context to confirm the meaning of unknown content based words in an adapted text by using sentence level and extended context clues, cognates and schemata with support.	Use context to confirm the meaning of unknown content based words in an approaching grade level text by using sentence level and extended context clues, cognates, schemata.	Use context to confirm the meaning of unknown words in a grade level text by using sentence level and extended context clues, cognates and schemata.
Learning Supports	Guiding questions checklist Guided group with teacher L1 support Pictures/Photographs Adapted text	Guiding questions checklist Guided group with teacher L1 support Pictures/Photographs Adapted Text	Guiding questions checklist Triads or Small Groups Adapted text	Guiding questions checklist	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 13 CCSS: W.3.1.a WIDA: 2 Writing	Produce an organized piece of writing that introduces a topic or text.		Produce an <u>organized</u> writing task that introduces a topic <i>using a model</i> .		VU: Opinion, introduction
					LFC: Transitional phrases
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Produce an organized writing task that introduces a topic in L1 and/or by drawing and writing corresponding single words.	Produce an organized writing task that introduces a topic in L1 and/or using or choosing phrases and key content based vocabulary.	Produce an organized writing assignment that introduces a topic using simple sentences and key content based vocabulary.	Produce an organized writing assignment that clearly introduces a topic using complete sentences and some content based vocabulary.	Produce an organized writing assignment that strongly introduces a topic using detailed sentences of varying lengths with content based vocabulary.
Learning Supports	Model Word Wall Sentence Frames L1 support Pictures/Photographs	Model Word Wall Sentence Frames L1 support	Model Word Wall	Model	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 14 CCSS: W.3.1.b WIDA: 2 Writing	Produce an organized piece of writing that states an opinion and provides reasons supporting the opinion.		Produce an <u>organized</u> persuasive essay <i>using an outline and a model essay</i> .		VU: Opinion; evidence
					LFC: Complex sentences with transitional phrases
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Produce an organized persuasive essay that states an opinion and provides reasons supporting the opinion in L1 and/or by drawing and writing corresponding single words in cloze sentences and/or choosing opinions and matching reasons.	Produce an organized persuasive task that states an opinion and provides reasons supporting the opinion in L1 and/or provide at least one reason supporting the opinion using phrases in sentence frames.	Produce an organized persuasive essay that states an opinion and provides reasons supporting the opinion using simple sentences with key content based vocabulary.	Produce an organized persuasive essay that states an opinion and provides reasons supporting the opinion using complete sentences with some content based vocabulary.	Produce an organized persuasive essay that states an opinion and provides reasons supporting the opinion using detailed sentences of varying lengths with content based vocabulary.
Learning Supports	Outlines Model Word Wall L1 support Pictures/Photographs Word Strips	Outlines Model Word Wall L1 support Sentence Frames Pictures/Photographs	Outlines Model Word Wall	Outlines	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 15 CCSS: W.3.1.d WIDA: 2 Writing	Produce an organized piece of writing that provides a concluding statement.		Produce an <u>organized</u> writing assignment that provides a concluding statement <i>following a model</i> .		VU: Conclusion
					LFC: Declarative sentences with transitional phrases
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Produce an organized writing task that provides a concluding statement by using L1 and/or drawing and writing corresponding single words or choosing a concluding statement.	Produce an organized persuasive task that provides a concluding statement in L1 and/or complete a sentence frame with phrases and key content based vocabulary.	Produce an organized writing assignment that provides a concluding statement using simple sentences with key content based vocabulary	Produce an organized writing assignment that provides a concluding statement using complete sentences some content based grade level vocabulary.	Produce an organized writing assignment that provides a concluding statement using detailed sentences of varying lengths with content based grade level vocabulary.
Learning Supports	Model of concluding sentence Word Wall L1 support Sentence strips with concluding sentences Pictures/Photographs	Model of concluding sentence Word Wall L1 support Sentence Frames Pictures/Photographs	Model of concluding sentence Word Wall	Model of concluding sentence	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 16 CCSS: W.3.1.c WIDA: 2 Writing	Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.		<u>Use linking words and phrases</u> to connect opinions and reasons using transitional phrases <i>following a template</i> .		VU: Linking words; linking phrases;
					LFC: Sentences with transitional words
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Use linking words and phrases to connect opinion and reasons by using L1 and/or drawing and writing or choosing corresponding single words.	Use linking words and phrases to connect opinion and reasons in L1 and/or by using phrases with key content based vocabulary to complete sentence frames.	Use linking words and phrases to connect opinion and reasons using simple related sentences with key content based vocabulary.	Use linking words and phrases to connect opinion and reasons using complete sentences and some content based vocabulary.	Use linking words and phrases to connect opinion and reasons using detailed sentences of varying lengths with appropriate grade level content based vocabulary.
Learning Supports	Template Word Wall Sentence Frames L1 support Illustrations/Diagrams/Drawings	Template Word Wall Sentence Frames L1 support	Template Word Wall	Template	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 17 CCSS: W.3.3.a WIDA: 2 Writing	Produce a written narrative with an organized sequence of events.		<u>Produce</u> a narrative with an organized sequence of events <i>using a graphic organizer.</i>		VU: First, second, etc. finally, then
					LFC: Adverbs of time; relative clauses; transitional phrases
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Produce a narrative with an organized sequence of events in L1 and/or draw the sequence of events or put illustrations in proper sequences with corresponding single words.	Produce a narrative with an organized sequence of events in L1 and/or complete parts of a narrative with phrases and using a drawings.	Produce a narrative with an organized sequence of events in simple related sentences with key content based vocabulary.	Produce a narrative with an organized sequence of events in complete sentences with some key content based vocabulary.	Produce a narrative with an organized sequence of events in detailed sentences of varying lengths with content based grade level vocabulary.
Learning Supports	Graphic Organizer Template Word Wall L1 support Illustrations/Diagrams/ Drawings	Graphic Organizer Template Word Wall Sentence Frames L1 support	Graphic Organizer Template Word Wall	Graphic Organizer	Graphic Organizer

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 18 CCSS: W.3.3.c WIDA: 2 Writing	Use temporal words and phrases to establish a situation and introduce a narrator and/or character when writing a narrative.		<u>Write a narrative story</u> introducing a narrator or character using temporal words and phrases <i>following a model shared story</i> .		VU: Temporal words, narrator
					LFC: Adverbs of time; relative clauses; transitional phrases
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write a narrative story using temporal words and phrases to introduce narrator or character in L1 and/or complete a narrative story by choosing illustrations and corresponding key single words.	Write a narrative story using temporal words and phrases to introduce narrator or character in L1 and/or complete a narrative story using temporal words and phrases to introduce narrator or character.	Write a narrative story using temporal words and phrases to introduce narrator or character using simple related sentences with key content based vocabulary.	Write a narrative story using temporal words and phrases to introduce narrator or character using and complete sentences and some content based vocabulary.	Write a narrative story using temporal words and phrases to introduce narrator or character using detailed sentences of varying lengths with content based grade level vocabulary.
Learning Supports	Model shared story Word Wall Illustrations/Diagrams/Drawings L1 support Sentence Frames	Model shared story Word Wall Visuals L1 support Sentence Frames	Model shared story Word Wall	Model shared story	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 19 CCSS: W.3.3.b WIDA: 2 Writing Speaking	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.		<u>Describe actions, thoughts, and feelings</u> and use dialogue to develop experiences and events or show character responses in a narrative essay <i>using a graphic organizer and/or character web</i> .		VU: Dialogue, characters, quotations.
					LFC: Using quotation marks
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Describe actions, thoughts and feelings and use dialogue to complete a narrative in L1 and/or draw pictures with corresponding key single words or dramatize action.	Describe actions, thoughts and feelings and use dialogue to complete a narrative in L1 and/or use key short phrases in sentence frames to complete a narrative.	Describe actions, thoughts and feelings and use dialogue to write a narrative using a series of related sentences with key content based vocabulary. Sentences may include errors which do not obscure meaning.	Describe actions, thoughts and feelings and use dialogue to write a narrative to develop experiences and events or to show characters' responses. Use complete sentences with some content based vocabulary.	Describe actions, thoughts and feelings and use dialogue to write a narrative to develop experiences and events or to show characters' responses to situations Use detailed sentences of varying lengths with content based vocabulary.
Learning Supports	Graphic Organizer Web Shared writing Sentence Frames L1 support Pictures/Photographs Manipulatives	Graphic Organizer Web Shared writing Sentence Frames L1 support	Graphic Organizer Web Shared writing	Graphic Organizer	

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SLO: 20 CCSS: W.3.3.d WIDA: 2 Writing	Provide a sense of closure to a written narrative based on real or imagined experiences or events		<u>Write a closing for a narrative</u> based on real or imaginary experiences or events <i>using a shared model, and word bank (i.e. choose from suggested words such as: in summary, the character learned, the lesson learned, etc.)</i>		VU: Closing, ending
					LFC: Temporal words; transitional phrases
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write a closing for a narrative in L1 and/or complete a closing for a narrative using pictures, and key content based single words.	Write a closing for a narrative in L1 and/or complete a closing for a narrative using short phrases in sentence frames.	Write a closing for a narrative using a series of related sentences with key content based vocabulary.	Write a closing for a narrative with complete sentences and some content based grade level vocabulary.	Write a closing for a narrative in detailed sentences of varying lengths with content based grade level vocabulary.
Learning Supports	Shared writing model Word Bank L1 support Pictures/Photographs Cloze sentences	Shared writing model Word Bank L1 support Sentence Frames	Shared writing model Word Wall Word Bank	Shared writing model	

Review Unit assessment for suggested texts, vocabulary and skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

ELA - Grade 3 - Unit 1 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 21 CCSS: W.3.4 WIDA: 2 Writing	With guidance and support, write a piece demonstrating development and organization appropriate to task and purpose.		Write a narrative essay demonstrating development and organization appropriate to task and purpose <i>using a graphic organizer</i> .		VU: Narrative, task, purpose,
					LFC: Complex sentences; increasing specificity of sentence structure.
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write a narrative essay demonstrating development and organization in L1 and/or complete a narrative essay using pictures/drawings and corresponding key single words	Write a narrative essay demonstrating development and organization in L1 and/or complete a narrative essay using phrases in sentence frames.	Write a narrative essay demonstrating development and organization appropriate to task and purpose in simple, related sentences which may include errors but do not obscure meaning. Use key content based vocabulary.	Write a narrative essay demonstrating development and organization appropriate to task and purpose in detailed sentences of using complete sentences with some content based vocabulary.	Write a narrative essay demonstrating development and organization appropriate to task and purpose in detailed sentences of varying lengths with content based vocabulary
Learning Supports	Graphic Organizer Shared writing Word Wall L1 support Illustrations/Diagrams/Drawings Cloze sentences	Graphic Organizer Shared writing Word Wall L1 support Sentence Frames	Graphic Organizer Shared writing Word Wall	Graphic Organizer	

Review Unit assessment for suggested texts, vocabulary and skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

ELA - Grade 3 - Unit 1 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 22 CCSS: W.3.5 WIDA: 2 Writing	With guidance and support, recognize and apply the steps of the writing process (planning, revising, and editing) to develop and strengthen writing as needed.		<u>Write a composition applying the steps of the writing process</u> (planning, revising, and editing) to develop and strengthen writing skills <i>using a graphic organizer or template.</i>		VU: Plan, prewrite, revise, edit, draft, rewrite.
					LFC: Sentence structure, verb forms, subject-verb agreement, correlative conjunctions.
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write a composition applying the steps of the writing process in L1 and/or complete a composition applying the steps of the writing process.	Write a composition applying the steps of the writing process in L1 and/or complete a composition applying the steps of the writing process using short phrases with key content based vocabulary in sentence frames.	Write a composition applying the steps of the writing process with simple, related sentences using language with errors but where meaning is retained and key content based vocabulary.	Write a composition applying the steps of the writing process with language approaching grade level peers in complete sentences with some content based vocabulary.	Write a composition applying the steps of the writing process with language comparable to peers with detailed sentences of varying lengths and content based vocabulary.
Learning Supports	Graphic Organizer Template Word Wall Pictures/Photographs L1 support Cloze sentences	Graphic Organizer Template Word Wall Pictures/Photographs L1 support Sentence Frames	Graphic Organizer Template Word Wall	Graphic Organizer	

Review Unit assessment for suggested texts, vocabulary and skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

ELA - Grade 3 - Unit 1 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 23 CCSS: SL.3.3 WIDA: 1-5 Speaking Listening	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.		<i>Ask</i> questions about information from a speaker <i>using notes</i> . <i>Answer</i> questions offering elaboration and detail <i>using a word wall and notes</i> .		VU: Clarifying question words
					LCF: Formulate questions, elaborated responses
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Ask and answer questions, offering elaboration, in L1 and/or with single words and memorized routines in English.	Ask and answer questions, offering elaboration, in L1 and/or in short key content based phrases in English.	Ask and answer questions, offering elaboration, in simple sentences with general and some key content based vocabulary.	Ask and answer questions, offering elaboration, in complete sentences with some content based vocabulary.	Ask and answer questions, offering elaboration, in detailed sentences of varying lengths with content based vocabulary.
Learning Supports	Speaking protocol to elaborate responses Outlines Model sentences Partner Work L1 support Pictures/Photographs Gestures	Speaking protocol to elaborate responses Outlines Model sentences Partner Work L1 support Pictures/Photographs	Speaking protocol to elaborate responses Outlines Model sentences Partner Work Triads or Small Groups	Speaking protocol to elaborate responses Partner Work Triads or Small Groups	

Review Unit assessment for suggested texts, vocabulary and skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

ELA - Grade 3 - Unit 1 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 24 CCSS: L.3.1.a WIDA: 2 Reading Speaking	Explain the function of nouns and pronouns in general and their functions in particular sentences.		<u>Explain the use of nouns and pronouns</u> in general and how they are used in specific sentences <i>using charts or model sentences</i> .		VU: Nouns, pronouns, referents
					LCF: Use of referents
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Identify common pronouns and their referents from picture book read aloud and place them into categories of people, places or things.	Identify pronouns and their referents and in a sentence and place them into categories of people, places or things.	Explain the use of nouns and pronouns in general and in specific sentences orally in simple sentences with key content based vocabulary.	Explain the use of nouns and pronouns in general and how they are used in specific sentences orally in complete sentences with some content based vocabulary.	Explain the use of nouns and pronouns in general and how they are used in specific sentences orally in detailed sentences of varying lengths with content based vocabulary.
Learning Supports	Noun/pronoun chart Model sentences Partner Work L1 support Pictures/Photographs Gestures	Noun/pronoun chart Model sentences Partner Work L1 support Pictures/Photographs	Noun/pronoun chart Model sentences Partner Work	Noun/pronoun chart	

Review Unit assessment for suggested texts, vocabulary and skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

ELA - Grade 3 - Unit 1 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 25 CCSS: L.3.1.a WIDA: 2 Speaking Writing	Apply and use regular and irregular plural nouns correctly		Form and use regular and irregular plural nouns correctly <i>using a plural noun chart.</i>		VU: Nouns, plural
					LCF: Subject-verb agreement
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Form and use common regular and irregular high frequency plural nouns in cloze sentences.	Form and use common regular and irregular plural nouns in short sentence frames using high frequency content based vocabulary.	Form and use common regular and irregular plural nouns in a series of related sentences with key content based vocabulary.	Form and use grade level regular and irregular plural nouns in complete sentences with some content based vocabulary.	Form and use grade level regular and irregular plural nouns in detailed sentences of varying lengths with content based vocabulary.
Learning Supports	Plural noun chart Word Wall Pictures/Photographs Cloze sentences L1 support	Plural noun chart Word Wall Sentence Frames L1 support	Plural noun chart Word Wall	Plural noun chart	

Review Unit assessment for suggested texts, vocabulary and skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

ELA - Grade 3 - Unit 1 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 26 CCSS: L.3.4.a WIDA: 2 Reading Speaking	Use sentence-level context clues to determine the meaning of a word or phrase.		<u>Determine and clarify</u> meaning of unknown words and phrases by using sentence level context clues, <i>cognates</i> and <i>building schemata</i> .		VU: Synonyms, antonyms, context
					LFC: Sentences with context clues (restatement, punctuation)
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Determine and clarify meaning of unknown high frequency words within appropriately leveled sentences.	Determine and clarify meaning of unknown high frequency words and phrases within appropriately leveled text.	Determine and clarify the meaning of unknown words or phrases within adapted text.	Determine and clarify the meaning of unknown words and phrases within an approaching grade level text.	Determine and clarify meaning of unknown words and phrases within grade 3 text.
Learning Supports	Word Wall Teacher modeling L1 support Cognates Pictures/Photographs Gestures Schema	Word Wall Teacher modeling L1 support Cognates Pictures/Photographs Schema	Word Wall Partner Work Schema	Schema	

Review Unit assessment for suggested texts, vocabulary and skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

ELA - Grade 3 - Unit 1 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 27 CCSS: L.3.4.b WIDA: 2 Reading Speaking	Use knowledge of a known affix added to a known word to determine the meaning of the new formed word (e.g., heat/preheat).		<u>Determine</u> meaning of a new word formed when a known affix is added to a known word <i>using a affix definition chart</i> .		VU: Prefixes, suffix, affix, root/base words, parts of speech
					LFC: Combining meanings, identify parts of speech
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Determine meaning of a new word when a known affix is added to a known common word using appropriately leveled words.	Determine meaning of a new word when a known affix is added, using appropriately leveled phrases.	Determine meaning of a new word formed a known affix is added using an adapted text.	Determine meaning of a new word when a known affix is added, using an adapted grade 3 text.	Determine meaning of a new word formed when a known affix is added, using a grade 3 text.
Learning Supports	Affix definition chart Word Wall L1 support Pictures/Photographs Partner Work	Affix definition chart Word Wall L1 support Pictures/Photographs Partner Work	Affix definition chart Word Wall	Affix definition chart	

Review Unit assessment for suggested texts, vocabulary and skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

ELA - Grade 3 - Unit 1 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 28 CCSS: L.3.4.c WIDA: 2 Reading Speaking	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g. company, companion).		Determine meaning of an unknown word that has a known root word <i>using a teacher created Word Generation chart and word games.</i>		VU: Prefixes, suffixes, root/base words
					LFC: Sentences with increasing specificity
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Determine meaning of a selected common unknown word that has a known high-frequency root word.	Determine meaning of an unknown word that has a known high-frequency root word within selected short phrases.	Determine meaning of an unknown general and/or content based word that has a known root word within adapted text.	Determine meaning of an unknown content based word that has a known root word within an adapted grade level text.	Determine meaning of an unknown content based word that has a known root word within a grade level text.
Learning Supports	Teacher created word generation chart Word games L1 support Pictures/Photographs Gestures Word Wall	Teacher created word generation chart Word games L1 support Pictures/Photographs Word Wall	Teacher created word generation chart Word games	Teacher created word generation chart Word games	Teacher created word generation chart

Review Unit assessment for suggested texts, vocabulary and skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

ELA - Grade 3 - Unit 1 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 29 CCSS: L.3.4.d WIDA: 2 -5 Reading Speaking	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.		Determine or clarify the precise meaning of key words and phrases by using glossaries or beginning dictionaries, <i>both print and digital, English and bilingual</i> .		VU: Guide words, alphabetizing
					LFC: Dictionary genre sentences
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Determine or clarify the precise meaning of key words in appropriately leveled text by using reference materials.	Determine or clarify the precise meaning of key content based words in appropriately leveled text by using reference materials.	Determine or clarify the precise meaning of key content based words from adapted text by using reference materials.	Determine or clarify the precise meaning of content based words by in an approaching grade level text by using reference materials	Determine or clarify the precise meaning of content based words in grade 3 level texts by using reference materials.
Learning Supports	Bilingual Dictionary L1 support Pictures/Photographs Gestures Teacher guided group	Bilingual Dictionary L1 support Pictures/Photographs Teacher guided group	Bilingual Dictionary Partner Work	Bilingual Dictionary Partner Work	Bilingual Dictionary

Review Unit assessment for suggested texts, vocabulary and skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.